**Wiki Assignment #7**: Annotate and cite five more articles and post

1-Dusek, J . & O'Connell, E.J. (1973). Teacher expectancy effects on the achievement test performance of elementary school children. *Journal of Educational Psychology, Vol 65* (N3), P 371-377.

Carried out a longitudinal study of teacher expectancy effects, using 16 Ss each in 2 2nd-grade and 2 4th-grade classes. At the start of the school year Stanford Achievement Tests (SAT), disguised as tests to measure academic potential, were administered while each teacher ranked the students in her room in terms of her expectations regarding their year-end performance in language and arithmetic. In each room the Ss ranked 1-16 were equally divided into an experimental and a control group. Each teacher was told the names of the Ss in the experimental group in her classroom, and that these Ss would show large gains in language and arithmetic. The disguised SATs were given again at the middle and end of the school year. Multiple regression analyses of the SATs showed that manipulation of teacher bias produced no significant effects, but that teacher ranking showed strong, consistent effects. The latter finding is interpreted as a teacher expectancy but not a teacher bias effect.

2-Speybroeck,S. & Damme,J.(2012) The Role of Teachers' Expectations in the Association between Children's SES and Performance in Kindergarten: A Moderated Mediation Analysis. *PLoS One vol 7.* (n4): Published online 2012 April 10.

This study examines the role of teachers' expectations in the association between children's socio-economic background and achievement outcomes. Furthermore, the role of children's ethnicity in moderating this mediated relation is investigated. In the present study, 3,948 children from kindergarten are examined. Data are analysed by means of structural equation modeling. First, results show that teachers' expectations mediate the relation between children's SES and their later language and math achievement, after controlling for children's ethnicity, prior achievement and gender. This result indicates that teachers may exacerbate individual differences between children. Second, children's ethnicity moderates the mediation effect of teachers' expectations with respect to math outcomes. The role of teachers' expectations in mediating the relation between SES and math outcomes is stronger for majority children than for minority children.

3- Patriarca, L.A. & Kragt, D. M. (1986). Teacher Expectations and Student Achievement: The Ghost of Christmas Future. *Curriculum Review, Vol25* (n5-6), P 48-50

Reviews research on effects of teacher expectations on student achievement; suggests faulty teacher expectations could affect mathematics achievement when certain conditions are present; and presents recommendations which address teacher expectation behaviors to serve as guidelines for improving classroom environment.

4- Woolfolk, A.E. & Brooks, D. M. (1985). The Influence of Teachers' Nonverbal Behaviors on Students' Perceptions and Performance. *Elementary School Journal, Vol85* (n4) p513-528.

Reviews literature on teachers' nonverbal behavior in the classroom. Focuses on nonverbal expression of teacher expectation, nonverbal expression of attitudes toward certain students, students' perceptions of teachers' nonverbal messages, and the effects of teachers' nonverbal behavior on student attitudes and performance.

5-Cecil, N.1988). Black Dialect and Academic Success: A Study of Teacher Expectations. *Reading Improvement, Vol25* (n1,) P 34-38.

Compares teacher expectations for Black children who speak Black Dialect with Black children who speak Standard English. Concludes that teachers expect significantly greater overall academic achievement, reading success, and intelligence from children who speak Standard English.

6-Farley, J.R.(1982). Raising Student Achievement Through the Affective Domain. *Educational Leadership; Apr82, Vol. 39* (Issue 7), P 502-505.

Examines the effectiveness of the learning project Teacher Expectations and Student Achievement initiated in the Los Angeles County Schools in 1971. Goal of the project undertaken to determine the effect on student achievement if teachers practiced specific motivating and supportive behavior; Initiatives taken by project supervisors to train local school district personnel to conduct sessions in their own districts.

7- Winfield, L.F. (1986). Teacher Beliefs toward Academically at Risk Students in Inner Urban Schools. *Urban Review, Vol18* (n4),P 253-68

Analyzes teacher beliefs concerning academically at risk students in inner urban schools. Categorizes teacher beliefs on the following two dimensions: (1) whether teachers believe some type of instructional assistance could improve achievement or whether they ignore low performance; and (2) hether teachers assume the responsibility for improving instruction or shift the responsibility to others.